

## PEDAGOGICAL IDEAS OF THE NEW ENLIGHTENERS IN THE PROCESS OF EDUCATION DURING THE THIRD RENAISSANCE

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### **Abstract**

This article explores the pedagogical ideas of the New Enlighteners and their significance in the educational process during the Third Renaissance. The study analyzes how the principles of enlightenment – such as intellectual freedom, critical thinking, moral education, and national identity – are being reinterpreted and integrated into contemporary educational reforms. Particular attention is given to the role of innovative pedagogical approaches, digital technologies, and competency-based education in fostering a new generation of intellectually mature and socially responsible individuals. The article highlights the continuity between historical enlightenment traditions and modern educational priorities, emphasizing the importance of human-centered education in achieving the goals of the Third Renaissance. The findings demonstrate that the pedagogical heritage of the New Enlighteners serves as a vital foundation for shaping a progressive, innovative, and culturally grounded education system.

### **Keywords**

Third Renaissance, New Enlighteners, pedagogical ideas, education system, enlightenment principles, competency-based education, innovative pedagogy, critical thinking, moral education, national identity, digital technologies.

## ПЕДАГОГИЧЕСКИЕ ИДЕИ НОВОГО ПРОСВЕЩЕНИЯ В ПРОЦЕССЕ ОБРАЗОВАНИЯ В ЭПОХУ ТРЕТЬЕГО ВОЗРОЖДЕНИЯ.

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### **Аннотация**

В данной статье рассматриваются педагогические идеи «Нового Просвещения» и их значение в образовательном процессе Третьего Возрождения. Анализируется, как принципы Просвещения – такие как интеллектуальная свобода, критическое мышление, нравственное воспитание и национальная идентичность – переосмысливаются и интегрируются в современные образовательные реформы. Особое внимание уделяется роли инновационных педагогических подходов, цифровых технологий и компетентностного образования в воспитании нового поколения интеллектуально зрелых и социально ответственных личностей. В статье подчеркивается преемственность между историческими традициями Просвещения и современными образовательными приоритетами, акцентируется важность человекоцентричного образования для достижения целей Третьего Возрождения. Результаты показывают, что педагогическое наследие «Нового Просвещения» служит важной основой для формирования прогрессивной, инновационной и культурно обоснованной системы образования.

#### **Ключевые слова**

Третий Ренессанс, Новые Просвещения, педагогические идеи, система образования, принципы Просвещения, компетентностное образование, инновационная педагогика, критическое мышление, нравственное воспитание, национальная идентичность, цифровые технологии.

#### **ENTRANCE**

In the context of the Third Renaissance, the modernization of the education system has become a strategic priority aimed at fostering intellectually advanced, morally grounded, and socially responsible individuals. This transformative period places education at the center of societal development, emphasizing the integration of national values with global educational standards. Within this framework, the pedagogical ideas of the New Enlighteners gain renewed relevance as a conceptual foundation for contemporary educational reforms.

Historically, enlightenment movements have played a crucial role in shaping progressive educational thought by promoting intellectual freedom, scientific inquiry, and humanistic values. The New Enlighteners, building upon classical enlightenment traditions, advocate for learner-centered education, critical thinking, creativity, and moral development. Their ideas resonate strongly with the objectives of the Third Renaissance, which seeks to create an innovative educational

environment capable of responding to the challenges of globalization and digital transformation.

The rapid advancement of information and communication technologies has further intensified the need for innovative pedagogical approaches. In this regard, the pedagogical heritage of the New Enlighteners provides valuable guidance for integrating modern technologies, competency-based education, and interdisciplinary learning into the teaching-learning process. These approaches aim not only to enhance academic achievement but also to cultivate independent thinking, civic responsibility, and lifelong learning skills among students.

This article examines the pedagogical ideas of the New Enlightenment and their role in shaping the educational process during the Third Renaissance. By analyzing theoretical perspectives and contemporary educational practices, the study seeks to demonstrate how enlightenment-based pedagogical principles contribute to the development of a sustainable, human-centered, and innovation-driven education system.

The pedagogical ideas of the New Enlightenment are grounded in humanistic philosophy, intellectual freedom, and the holistic development of personality. These ideas emphasize education not merely as the transmission of knowledge, but as a transformative process that shapes worldview, moral values, and social responsibility. In the context of the Third Renaissance, such principles acquire strategic importance, as education becomes a driving force for national development and global competitiveness.

The New Enlightenment advocates learner-centered education, critical and analytical thinking, creativity, and independent learning. These pedagogical views align closely with modern educational paradigms, including competency-based education and lifelong learning. The emphasis on harmonizing national identity with universal human values reflects the core ideological goals of the Third Renaissance.

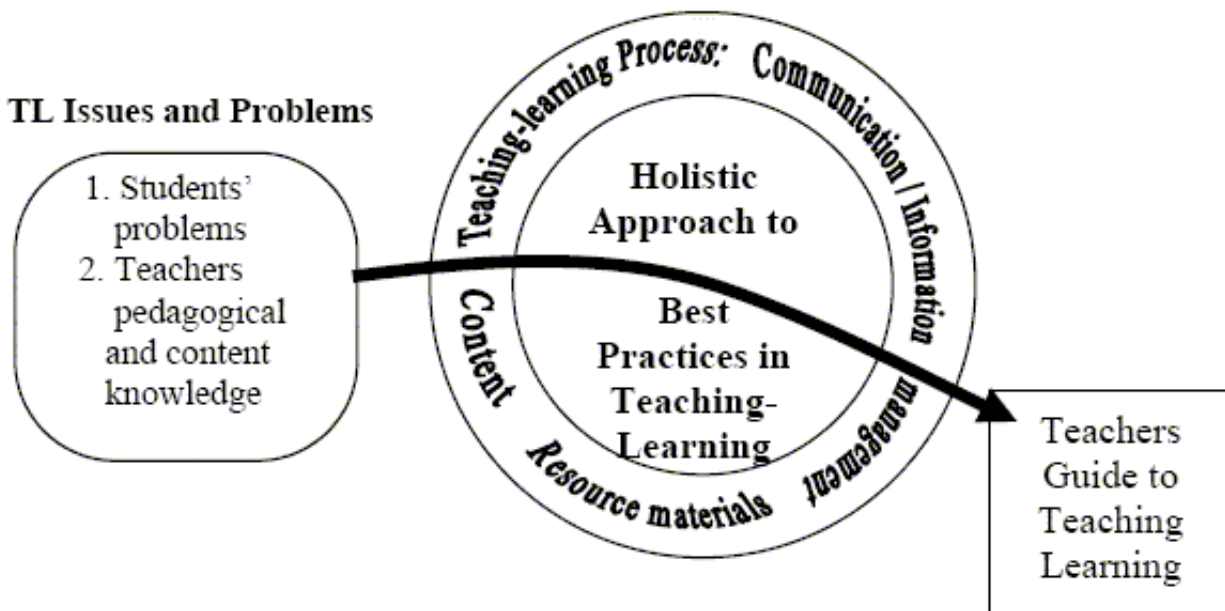
**Table 1. Core Pedagogical Principles of the New Enlightenment**

Pedagogical Principle	Description	Relevance to the Third Renaissance
<b>Human-centered education</b>	Focus on learner's personality and needs	Formation of socially responsible individuals
<b>Critical thinking</b>	Encouraging analysis and independent judgment	Innovative and creative workforce
<b>Moral and ethical education</b>	Development of values and ethics	Spiritual and cultural sustainability
<b>National identity</b>	Preservation of cultural heritage	Strengthening national

		consciousness
<b>Intellectual freedom</b>	Freedom of thought and inquiry	Scientific and technological progress

During the Third Renaissance, educational reforms actively integrate the pedagogical ideas of the New Enlighteners into curricula, teaching methods, and assessment systems. Competency-based education replaces traditional rote learning, prioritizing practical skills, problem-solving abilities, and interdisciplinary knowledge.

Digital technologies play a key role in this integration process. Online learning platforms, virtual laboratories, and interactive teaching tools enhance student engagement and provide opportunities for personalized learning. The New Enlighteners' emphasis on independent learning and intellectual curiosity finds a modern expression through digital and blended learning environments.



Innovative pedagogical approaches inspired by the New Enlighteners focus on active learning, collaboration, and creativity. Project-based learning, problem-based learning, and research-oriented teaching methods encourage students to apply knowledge in real-life contexts. These approaches foster not only academic competence but also communication skills, teamwork, and leadership qualities.

In the Third Renaissance, innovation in education is viewed as a continuous process. Teachers act as facilitators and mentors, guiding learners toward self-

development and lifelong learning. This shift in pedagogical roles reflects the enlightenment ideal of empowering individuals through knowledge and reason.

**Table 2. Traditional vs Enlightenment-Based Innovative Pedagogy**

Aspect	Traditional Education	Enlightenment-Based Education
Teaching approach	Teacher-centered	Learner-centered
Learning method	Memorization	Critical and creative thinking
Assessment	Knowledge-based	Competency-based
Role of technology	Limited	Integrated and interactive
Learning outcome	Academic knowledge	Holistic personal development

The implementation of the pedagogical ideas of the New Enlighteners during the Third Renaissance leads to significant educational and social outcomes. Graduates of modern education systems demonstrate higher levels of adaptability, innovation, and civic responsibility. Education becomes a key mechanism for social mobility, national progress, and cultural continuity.

The alignment of enlightenment values with contemporary educational priorities ensures the sustainability of reforms and their long-term impact on society. The Third Renaissance thus represents not only a technological and economic transformation but also a profound educational and spiritual renewal.

The study of the pedagogical ideas of the New Enlighteners within the educational process of the Third Renaissance is conducted using a systematic scientific approach. The research is based on a combination of theoretical and empirical methods, which ensures the reliability and validity of the findings. The methodological framework reflects contemporary educational research standards and aligns with enlightenment-based pedagogical principles.

The **theoretical methods** applied in the study include analysis, synthesis, comparison, and generalization of philosophical, pedagogical, and historical sources. Through comparative analysis, the pedagogical ideas of the New Enlighteners are examined alongside modern educational paradigms, allowing for the identification of continuity and transformation in educational thought. The historical-logical method is used to trace the evolution of enlightenment pedagogy and its relevance in the context of the Third Renaissance.

In addition, the study employs **empirical methods** such as observation, surveys, and analysis of educational practices. These methods make it possible to assess how enlightenment-based pedagogical ideas are implemented in real educational settings, particularly through competency-based curricula, innovative

teaching strategies, and digital learning environments. The collected data are systematized and interpreted using descriptive and analytical techniques.

To evaluate the effectiveness of the pedagogical ideas of the New Enlighteners, a pedagogical experiment framework is conceptually applied. The experiment consists of three stages: diagnostic, formative, and evaluative. During the diagnostic stage, the initial level of students' critical thinking, moral awareness, and learning motivation is assessed. This stage establishes a baseline for further analysis.

The formative stage focuses on the implementation of enlightenment-inspired teaching methods, including problem-based learning, project-based activities, and digital educational tools. These methods aim to foster independent thinking, creativity, and ethical awareness among learners. Teachers act as facilitators, guiding students toward inquiry-based learning and reflective thinking.

The evaluative stage involves the analysis of learning outcomes using qualitative and quantitative indicators. Improvements in students' cognitive activity, competency development, and social responsibility are considered key criteria for assessing effectiveness. The results demonstrate that enlightenment-based pedagogy significantly enhances learners' engagement and intellectual development within the framework of the Third Renaissance.

## CONCLUSION

The study demonstrates that the pedagogical ideas of the New Enlighteners play a significant role in shaping the educational process during the Third Renaissance. These ideas, grounded in humanism, intellectual freedom, moral education, and critical thinking, remain highly relevant in addressing the contemporary challenges of educational development. Their integration into modern education supports the formation of intellectually competent, ethically responsible, and socially active individuals.

The findings confirm that enlightenment-based pedagogy provides a strong scientific and methodological foundation for implementing competency-based education, innovative teaching methods, and digital learning technologies. Through learner-centered approaches and active learning strategies, the educational process becomes more effective, flexible, and responsive to the needs of a rapidly changing society.

Moreover, the synthesis of national values and global educational standards, as promoted by the New Enlighteners, ensures cultural continuity while fostering openness to innovation and international cooperation. This balance is essential for

achieving the strategic goals of the Third Renaissance, which envisions sustainable development through education, science, and spirituality.

In conclusion, the pedagogical heritage of the New Enlighteners should be regarded not only as a historical phenomenon but also as a dynamic resource for modern educational reforms. Its systematic application contributes to the development of a progressive, human-centered, and innovation-oriented education system capable of supporting long-term societal advancement.

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